



Thomas Telford School

Remote Learning Provision

Information for Parents

Overview

This document will outline the Remote Learning Provision made by Thomas Telford School during the current national lockdown period, providing information on how parents can support their children, and how to gain extra support as required.

School Methodology

The School has adopted a blended approach, which sees the use of the following methodologies:

- Documentary resources provided through the School website on a daily basis through the “Remote Learning Timetable” page
- High quality videos produced both internally and externally
- Live lessons delivered through Zoom and Microsoft Zoom. These may cover whole or parts of lessons

The blended approach we adopt is robust and allows us to deliver on our curriculum objectives effectively. Each component has its uses, and departments tailor the delivery of their subject according to their needs. While it is a useful in many areas, live learning is not entirely suited to the delivery of some subjects and content, and students who have restrictions on accessing technology at specific times are disadvantaged. With this in mind, the combination of the above measures is our preferred approach.

On some occasions pastoral interventions will be conducted over video conferencing software, and all relevant safeguarding procedures will be followed in this event.

Engagement & Feedback

Students will be asked to submit evidence of work in their subject areas as is deemed necessary by staff, and this will typically be provided via email. Staff will offer developmental feedback as appropriate to assist the students in their progress. Students will also have the ability to email their teachers with questions at any time during their timetabled lesson if the lesson is video or documentary resource based. Staff will respond in a timely manner, and students should share any work-related issues with their teachers. If there is a broader problem in terms of completing work, students or parents should contact the Personal Tutor or Head of Year, who will attempt to offer support to assist students.

If students are not engaging and submitting work as requested by teachers, Personal Tutors and Head of Year teams will investigate and try to support students where possible. Parents can help their children to develop effective routines by timetabling their day, and including breaks as outlined below. It is important that students have a rounded experience, and take time to enjoy leisure activities and exercise. A balanced day is better for the overall well-being of young people.

Session timings and Breaks

In order to tie in with times when Key Worker and Vulnerable Children are in school, we recommend that students take the following breaks during the day. This is especially important when live lessons are taking place, and teachers will give guidance in the sessions on this.

- Morning Session: 8:30am-11:45am
- Recommended break when in live lessons: 8:35am-9:00am (Year 7); 9:00-9:25 (other years)
- Afternoon Session 11:45am-3:15pm
- Recommended lunch break when in live lessons: 12:10pm-12:55pm (Year 7); 12:35pm-13:20pm (other years)

Expected conduct in live lessons

It is important that students behave well during live lessons and pastoral sessions, to avoid further disruption to learning. Students must obey the following code of conduct, or live lesson privileges may be subject to review:

- They must use their own full name as a screen name, and include PT initials afterwards (eg Joe Bloggs ABC)
- They must not share video or audio unless asked to do so by their teachers
- When using the messaging chat, students must send their questions to all participants and not privately message staff. More discreet queries should be sent through the Thomas Telford email system
- They must not communicate with each other socially over the software – this is distracting to the learning that is taking place
- Students must not make recordings of sessions in any form

Access to equipment and data

We understand that access to technology is a very important factor in the delivery of Remote Learning. Laptops are typically the best devices to use, but tablets and mobile phones can also be used to access materials. The School has a small provision of laptops for disadvantaged students, and requests should be made through Heads of Year for these.

For those experiencing difficulties with data, there are some packages available. Requests should again be made through Heads of Year.

Support for students with specific needs

Teaching staff are aware of the different needs that students have, and will attempt to overcome specific barriers to learning. They will attempt to do the following to ensure the best experience for students:

- Provide differentiated resources as required
- Adapt existing lesson plans to meet the needs of all children
- Provide extensive support for students as identified and requested
- Liaise with pastoral and learning support colleagues to find solutions to emerging issues